

*“This is about building a brighter future where every child in this country – black, white, Latino, Asian, or Native American; regardless of color, class, creed – has a chance to rise above any barrier to fulfill their God-given potential.”*

*President Barack Obama*

# WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS

## SECOND TERM ACTION PLAN

2013 - 2016



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December 11, 2013

I am pleased to present the White House Initiative on Educational Excellence for Hispanics (WHIEEH) Action Plan (plan) for Fiscal Years (FY) 2013 - 2016. The plan outlines our strategic direction and key priorities during President Obama's second term, consistent with the WHIEEH Executive Order.

In support of President Obama's college completion goal that "by 2020 the U.S. will once again have the best educated, most competitive workforce in the world," this plan highlights our efforts throughout the educational spectrum – from cradle to career, to continue increasing educational opportunities and improving educational outcomes for the Hispanic community. President Obama and U.S. Secretary of Education Arne Duncan have indicated that working together to put an outstanding education within reach of every child, regardless of zip code or origin, is central to America's global competitiveness and success. This plan supports that vision by establishing a framework that involves local, state and national leaders, public and private sector stakeholders, educators, families, and students in support of fostering educational excellence for the Latino community. In tandem with the Administration's efforts, the WHIEEH will work to amplify the benefits of a quality early learning, highlight robust and leading examples of reform and rigor in our K-12 school systems, and promote practices and institutions of higher education graduating more Latinos ready and prepared to enter the competitive workforce.

In 2015, the WHIEEH will reach its 25<sup>th</sup> anniversary. This plan will drive our activities for the second term which will culminate in a celebration highlighting both the gains the Hispanic community has made over the past 25 years and the disparities that persist. In 2015 and in collaboration with our President's Advisory Commission (Commission) and Federal Interagency Working Group (FIWG) on Educational Excellence for Hispanics, we will issue a blueprint that will inform our national educational priorities for the Hispanic community, for the next 25 years. This plan does not address every issue of importance to the Hispanic community, but rather underscores key priorities where the WHIEEH can play a substantial role in supporting the achievement of the President's 2020 college completion goal.

We will revisit this plan periodically to measure our results against the goals and objectives outlined herein, and to identify and assess trends for Latinos across the nation. The plan describes how proposed goals and targeted objectives will be addressed through communication and engagement efforts, partnerships and policy-driven activities conducted by WHIEEH, its Commission and FIWG, leveraging all available resources to maximize effectiveness.

We are committed to ensuring that our Latino students and families have access to all the educational opportunities needed to succeed in the 21st century's global economy, and look forward to working with you in meeting our mission and celebrating the WHIEEH's 25<sup>th</sup> anniversary!

Sincerely,

Alejandra Ceja

Executive Director, White House Initiative on Educational Excellence for Hispanics

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## I. WHIEEH's Vision, Mission, and Organization

### VISION

The WHIEEH helps restore the country to its role as a global leader in education and strengthen the Nation by expanding educational opportunities and improving educational outcomes for Hispanics of all ages. It helps ensure all Hispanics receive an education that properly prepares them for college, productive careers, and satisfying lives.

### MISSION

Through interagency collaboration, stakeholder partnerships, and in concert with its Commission, the WHIEEH advances a strategic policy and outreach agenda to tackle critical education challenges in improving availability of and access to high-quality early learning programs for Hispanic children, increasing the number of Hispanic high school graduates and ensuring more Hispanics students enter in and complete a postsecondary education.

### ORGANIZATION

#### Staff

Alejandra Ceja, Executive Director  
Marco Davis, Deputy Director  
Maribel Duran, Chief of Staff  
Emmanuel Caudillo, Special Advisor

#### Commission Chair

Eduardo Padron

#### Commission

##### *Early Learning Subcommittee*

- Sylvia Acevedo, Chair
- Modesto Abety-Gutierrez, Vice-Chair
- Cesar Conde
- Nancy Navarro
- Adrian Pedroza
- Manny Sanchez
- Shakira

##### *K-12 Education Subcommittee*

- Daniel Cardinali, Co-Chair
- Patricia Gándara, Co-Chair
- Alicia Abella
- Alfredo Artilles
- Denis Cruz
- Lily Eskelsen-Garcia
- JoAnn Gama
- Monica Martinez
- Veronica Melvin
- Maria Neira
- Eduardo Padron
- Darline Robles
- Kent Paredes Scribner
- Marta Tienda

##### *Postsecondary Education Subcommittee*

- Luis Fraga, Co-Chair
- Lisette Nieves, Co-Chair
- Francisco Cigarroa
- Millie Garcia
- Manuel Gomez
- Sara Lundquist
- Monica Martinez
- Darline Robles
- Ricardo Romo
- Marta Tienda

## II. Second Term Priorities

### Priority 1: Early Learning

Hispanic children represent the fastest growing segment of the United States young child population under the age of five. Yet, less than half of Hispanic children are enrolled in any early learning program. The President called for universal preschool and a greater emphasis on early learning opportunities. In his fiscal year 2014 budget, President Obama dedicated \$75 billion dollars over the next 10 years to ensure that all 4-year olds have access to a quality early learning program, greatly benefiting Hispanic children and increasing their chances for educational success. We will work to amplify the benefits of a quality early childhood education to the Hispanic community, and together with key stakeholder partners, ensure the Hispanic community is considered in budget and policy decisions. More importantly, as an economic, workforce, and national security issue for the nation, our early learning efforts will focus on increasing the number of Hispanic children who enter kindergarten ready for success by improving access to high-quality programs and services that encourage the early learning and development of children from birth through age 5.

### Priority 2: K-12 Education

To create an economy built to last, we need to provide every child with a complete and competitive education that will enable them to succeed in a global economy based on knowledge and innovation. For the last decade, Hispanic students have been the biggest minority group in our schools, accounting for 20% of public school students. Yet, only about half of all Latino students earn their high school diploma on time and those who do complete high school are only half as likely as their peers to be prepared for college. Despite the significant Hispanic student body population, only 7% of teachers are Latino and less than 2% are Hispanic males. The Administration is dedicated to recruiting, preparing, developing and advancing effective teachers and principals, especially in the classrooms where they are needed most. The WHIEEH will support the President's call for rethinking and redesigning America's high school learning experience and improving STEM education to move America's students to the front of the pack by enabling all students to learn deeply and think critically, encouraging schools to focus on the knowledge and skills needed to successfully transition to college and careers, expanding STEM education opportunities for students from all backgrounds.

### Priority 3: Postsecondary Education

President Obama announced the American Graduation Initiative in 2009, to strengthen our nation's community colleges and called for five million additional graduates by 2020. Approximately 3.5 million of those students would be from the Hispanic community. This initiative proposed to invest \$2 billion in two-year schools where many Hispanic students earn their first college degree, receive job training to increase their skills, or prepare to attend a four-year institution. The President also stated that the nation should once again lead the world in the proportion of college graduates by 2020. The WHIEEH will support the President's 2020 goal by seeking and supporting ways to make postsecondary education more accessible and affordable for Hispanic students, and increasing postsecondary completion in both policy and practice.

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## PRIORITY 1: Early Learning

### Goal 1.1: Quality Early Learning

#### WHIEEH

##### Objective 1.1.1: Communication

Amplify the President's agenda throughout the nation using a variety of communication platforms and tools (e.g. speaking engagements, webinar, blogs, media outlets, and social media). Develop fact sheet with relevant statistics and trend data, and generate media coverage in markets with large and emerging Latino populations to inform both internal and external stakeholders and partners of Hispanic education. Follow major Administration announcements with Latino-specific facts, figures and talking points and disseminate to community accordingly.

##### Objective 1.1.2: Outreach and Engagement

Highlight the importance and benefits from quality early care (health screenings and home visiting programs) from birth to 5 years old, as well as key integrated components, such as parental engagement and dual language instruction, as they relate to the Hispanic population, through coordinated and targeted outreach. Increase community and stakeholder participation in efforts to build awareness and mitigate current cultural barriers by communicating evidence-based practices, federal policies and quality indicators, for implementation, i.e. culturally relevant training and development for educators and administrators, emphasis on support services to English Learners.

##### Objective 1.1.3: Partnership Building

Develop and encourage partnerships with public and private entities in order to stimulate public, philanthropic and business communities' investments in the creation and/or expansion of quality early learning programs throughout the nation servicing Hispanics. Facilitate briefings on key Administration updates as they relate to early learning and ensure, through communication tools, that information about the benefits to Hispanic families, local and state agencies and communities is shared. Encourage media partnerships to continue amplifying the benefits and findings of a quality early childhood education.

##### Objective 1.1.4: Bright Spots

Through outreach and engagement efforts, identify programs - "bright spots" - that are providing quality early care and learning to Hispanic children and highlight their efforts on a national platform to foster promising practice discussions, scale-up/expansion and partnership opportunities.

##### Objective 1.1.5: Inform education policy

Conduct outreach with Hispanic stakeholder groups to gather feedback, obtain buy-in, and increase opportunities for collaboration and subsequently inform policy makers at the U.S. Departments of Education (ED) and Health and Human Services (HHS) and the White House.

## Commission

### Objective 1.1.6: Outreach and Engagement

Identify opportunities for communication and engagement to further amplify the President's early learning agenda and current federal investments benefiting the Latino community, i.e. blogs, op-eds, national conference panels, media outreach. While promoting the early learning federal investments as they impact the Hispanic population, encourage stakeholders to equip their communities with data and general talking points. Conduct discussions with local education leaders and inform the Administration about pressing issues and community feedback.

### Objective 1.1.7: Communication

Following a successful National Summit on Hispanic Early Learning on September 2013, encourage next steps among summit participants, i.e. policy recommendations, media partnerships and continuing dialogue aligned with Administration and field updates. Develop white paper focused on the components of a quality Early Learning Program, including the importance of dual language programs. Gather feedback from stakeholders to inform the U.S. Department of Education's Office of Early Learning.

### Objective 1.1.8: Partnerships

To further advance the federal policies and proposed budget proposals, members will promote and support gatherings among the philanthropic, national security, nonprofit, faith-based, state, local and business communities to encourage additional investments and form new partnerships. Working closely with Administration officials from ED and HHS, highlight corporate and foundation partners who have already invested in Hispanic early education and solid culturally-relevant academic programs for English Language learners and parental engagement that promote early learning and school readiness.

## FIWG

### Objective 1.1.9: Data, Grant and Funding Models

Create tool that houses interagency grant opportunities benefiting Hispanic early care and learning. Collect and maintain program and funding model data (include grants and programs that include family engagement components in early learning) as a method to highlight bright spots and share widely.

### Objective 1.1.10: Communication

Provide information on the Administration's early learning efforts, grant opportunities and federal-level resources through targeted outreach, identify opportunities for collaboration and raise awareness in the Latino community about the benefits of family planning, early care and learning, parental engagement and wraparound services for Hispanic children.

### Objective 1.1.11: Collaboration

Through the FIWG's quarterly meetings, share key issues and highlights of the Administration's work on early learning as it impacts the Latino community and identify opportunities to partner on events that further amplify early education benefits and continue to highlight the President's early learning agenda.

### Objective 1.1.12: Budget and Policy

Based on outreach, engagement and communication efforts, inform Administration leadership on relevant needs and feedback from the community. Work to ensure agencies continue to consider and collect demographic data on the Latino population and diversity within it to create relevant funding models and policies.



## Key Facts

The following provides a key fact regarding the Hispanic community in the Early Learning Priority area. As we work toward the objectives outlined above, we will keep track of this fact and other key indicators, seeking to identify impact of our and others' collective efforts, and/or trends in the right direction.

- In 2010, only 40 percent of Hispanic children ages three to five years of age were enrolled in an early learning program.

## PRIORITY 2: K-12 Education

### Goal 2.1: STEM Education

#### WHIEEH

##### Objective 2.1.1: Teachers

Support the President's goal in developing, recruiting and retaining 100,000 quality STEM teachers with content knowledge, mastery of how to teach that content, and ability to motivate students in STEM subjects and careers over the next decade.

##### Objective 2.1.2: Students

Help increase the number of Hispanic students enrolled in STEM classes by raising awareness of the benefits of a STEM education through targeted outreach and communication efforts, i.e. webinar, national policy forum, blog posts and social media, etc. and by partnering with key stakeholders to expand existing opportunities.

##### Objective 2.1.3: Communication

Amplify the Administration's efforts to increase the number of STEM educators and students from underrepresented groups while increasing the understanding of a STEM education and workforce trend data, via informational tools, and identify creative ways to disseminate data, specifically targeting K-12 and postsecondary institutions, in order to meet the President's goal of graduating an additional 1 million students with STEM majors. Develop factsheet and general talking points about STEM and Hispanics to better inform stakeholders and community. Hold STEM national policy forum bringing together researchers, practitioners, students, federal-level agencies and bright spots to encourage for more Latino boys and girls entering the STEM fields, and increased investments in schools and communities educating Hispanic students.

#### Commission

##### Objective 2.1.4: Amplification

In tandem with the WHIEEH, identify opportunities for communication and engagement to further promote the President's STEM goals and initiatives.

##### Objective 2.1.5 Partnerships

Through targeted efforts and engagement, promote partnerships between stakeholders to expand funding and educational opportunities benefiting Hispanics in STEM fields.

#### FIWG

##### Objective 2.1.6: Data, Grant and Funding Models

Identify grant opportunities benefiting Hispanic STEM education, with a specific focus on those benefiting Hispanic-Serving Institutions (HSIs). Collect and maintain program and funding data.

##### Objective 2.1.7: Communication

Provide information on the Administration's STEM efforts, grant opportunities and federal-level resources through targeted outreach, identify opportunities for collaboration and raise awareness in the Latino community about the benefits of a STEM education as it relates to the nation's future workforce opportunities.

##### Objective 2.1.8: Collaboration

Through the FIWG's quarterly meetings, share key issues and highlights of the Administration's work on STEM education as it impacts the Latino community and identify opportunities to partner on events that further amplify the Administration's goals.

## Goal 2.2: Teacher Recruitment and Development

### WHIEEH

#### Objective 2.2.1: Teacher Professional Development

Partner with national organizations, such as but not limited to the National Council on Teacher Quality, the National Education Association and American Federation of Teachers to promote effective models for teacher recruitment, preparation and retention. Amplify the Administration's "Recognizing Educational Success, Professional Excellence and Collaborative Teaching" (RESPECT) blueprint which calls for salaries competitive with professions like architecture, medicine and law, more support for novice teachers and more career opportunities for veterans. With nearly 1 out of every 4 public students being Latino and trends indicating continuing growth, work to ensure state and local leadership are investing and supporting the professional development of teachers in our classrooms. Communicate the need to align teacher preparation with the needs of diverse learners, content standards, and technical advancements.

#### Objective 2.2.2: Bilingual Teachers

Establish and maintain partnerships with Hispanic Serving Institutions and other higher ed institutions and national organizations to emphasize the need for more bilingual teachers and encourage more Hispanics and bilingual students to enter the teaching profession.

#### Objective 2.2.3: Engagement and Policy

Engage stakeholders and community to collect feedback on what challenges exist, promising practices highlighting teacher quality and subsequently inform and assist with the development of policies that provide incentives for increasing the diversity of the teaching profession and targeting communities with a high concentration of Latino students. Share the Administration's grant opportunities, resources and projects available to support teachers and principals in school districts across the nation. Develop factsheet and talking points to inform community and stakeholders of data on Hispanics and the Teaching Profession.

### Commission

#### Objective 2.2.4: Research and Policy

Identify promising practices and commission comprehensive reviews of the research literature on initial preparation and recruitment and retention of bilingual teachers in urban and rural school districts. Based on research and engagement efforts, provide recommendations and feedback from the field as it impacts the Hispanic population.

### FIWG

#### Objective 2.2.5: Data, Grant and Funding Models

Identify grant opportunities benefiting educators and school districts, such as the Teacher Incentive Grant, with a specific focus on those benefiting HSIs. Collect and maintain program and funding data.

#### Objective 2.2.6: Amplification

In tandem with the WHIEEH, identify opportunities for communication and engagement to further promote the Administration's goals of increasing the number of students going into a teaching or principal position. Identify opportunities to engage stakeholders and promote partnerships with the U.S. Department of Education.

## Goal 2.3: Family Engagement

### WHIEEH

#### Objective 2.3.1: Communication and Engagement

Identify effective family engagement strategies and practices across the country and create opportunities to increase awareness and reduce impediments for Hispanic communities. Develop factsheet and talking points on Hispanics and family engagement to further inform Latino families on the importance of an education and the tools available at the federal government level to support their children throughout their educational career. Ensure the importance of family engagement in the Latino community is integrated in all priorities from cradle to career. Dedicate resources and plan a national policy forum specifically highlighting the challenges Latino male students face.

#### Objective 2.3.2: Identify partnerships with external stakeholders

Partner with national organizations working to address the distinct challenges Latino families face and develop strategies and events to amplify the current investments being made and efforts taking place to address these barriers. Further amplify the need for additional investments via key events that are engaging for both students and their parents.

#### Objective 2.3.3: Policy

Based on engagement efforts and stakeholder feedback, inform policy on the diversity and needs within the Latino community, including transition from primary grades to secondary grades, and subsequently, from secondary to postsecondary grades, to ensure culturally relevant policy and grant opportunities.

### Commission

#### Objective 2.3.4: Communication and Outreach

In tandem with the WHIEEH, identify opportunities for communication and engagement to further amplify the importance of strong family engagement efforts throughout a student's academic career. Inform network and community of the Administration's efforts to incorporate family engagement in policy proposals and grant opportunities.

#### Objective 2.3.5: Bright Spots

Through targeted efforts and engagement, identify and recommend effective strategies and models integrating family engagement as a key component for addressing educational inequities in the Latino community. WHIEEH will consider these for outreach efforts through various communication tools and share with Administration leadership.

### FIWG

#### Objective 2.3.6: Amplification

Amplify the President's educational agenda and the importance of family engagement as a key component to Hispanic educational and professional success.

#### Objective 2.3.7: Data and Grant Collection

Help identify grant opportunities and funding data that include a prominent family engagement component and maintain listing in order to effectively communicate these to the community.

## Goal 2.4: College Access

### WHIEEH

#### Objective 2.4.1: Communication and Outreach

Develop factsheet and talking points on Hispanics and college access to amplify the Administration's efforts on making college affordable, redesigning high schools while pursuing higher standards and closing achievement gaps and turning around the lowest-achieving schools. Share information on proposals and initiatives and how these benefit the Latino community, such as financial resources available and efforts to reduce college costs. Hold webinar and national policy forum to highlight federal investments, bright spots and to gather innovative and key leaders working to promote equitable access to higher education. Encourage and promote partnership opportunities with nonprofit, business and philanthropic stakeholders.

#### Objective 2.4.2: Policy and Budget

Gather feedback from Hispanic community stakeholders on challenges and barriers that prevent Hispanic students from graduating high school and entering college, for example information on "summer melt" and trends from emerging Latino communities.

#### Objective 2.4.3: Partnerships

Convene meetings with philanthropic and business leaders to encourage investments in making college more accessible and affordable for Hispanics. Identify collaboration opportunities through bright spot amplification and national policy forum.

#### Objective 2.4.4.: Counselors

Working with senior ED leadership and informed by federal policies in place, use data to identify disparities in the school counseling space and provide effective practices for counselors at the local level.

### Commission

#### Objective 2.4.5: Amplification

Hold national summit and identify engagement opportunities to highlight data, including findings from literature review and policy papers on integrated student support (ISS) for Latino students being conducted by researchers and practitioners, and leverage expertise and networks to identify opportunities to attend key events, develop op-eds and blog posts, and attend key roundtable discussions.

#### Objective 2.4.6: Partnerships

Convene meetings with philanthropic and business leaders to encourage investments in Hispanic education and subsequently announce new investments.

### FIWG

#### Objective 2.4.7: Funding and Grant Opportunities

Collect and maintain funding data and federal-level resources (e.g. student aid efforts) available to HSIs and Hispanic families and using various communication platforms and tools, share the data with the community.

## Key Facts

The following provides an overview of some key facts regarding the Hispanic community in the K-12 Education Priority area. As we work toward the objectives outlined above, we will keep track of these facts and other key indicators, seeking to identify impact of our and others' collective efforts, and/or trends in the right direction.

- Nearly one-quarter of all Pre-K through 12th grade public school students (23.9 percent) were Hispanic in 2011.
- Latinos earned just 8 percent of STEM degrees in 2009-2010. The number of those graduates who become teachers is even lower.
- In 2004-2005, 55.1 percent of Latinos High School graduates completed the Federal Student Aid Application.
- In 2011-2012, only 7.8 percent of all public school teachers were Hispanic.
- In SY 2009-2010, there were 394,111 teachers certified or licensed teachers in Title III programs and a projected need of 47,185 more teachers in 5 years.
- In 2012, 69 percent of Hispanic high school graduates enrolled in college, up two percentage points from the year before and twenty percentage points since 2000.

## PRIORITY 3: Postsecondary Education

Goal 3.1: Postsecondary Completion	
WHIEEH	
<b>Objective 3.1.1: Policy</b>	Promote recommendations made by the Postsecondary Education Subcommittee of the Commission, to inform federal, state, and institutional policy.
<b>Objective 3.1.2: Amplification and Outreach</b>	Work with local, state, and national stakeholders to promote Latino student success and completion. Promote policy recommendations at national meetings of higher education researchers and practitioners, e.g., College Board and National Association of College Admissions Counselors. Conduct outreach and engagement activities on Latino postsecondary completion. Develop factsheet on Hispanics and postsecondary completion and share Administration talking points on key topics.
<b>Objective 3.1.3.: Bright Spots</b>	Through various communication tools and in collaboration with ED leadership and external stakeholders, e.g. Hispanic Scholarship Fund, Congressional Hispanic Caucus Institute, Excelencia in Education and Hispanic Association of Colleges and Universities, highlight best principles and effective practices in support of the Latino college completion agenda.
Commission	
<b>Objective 3.1.4: Policy</b>	Share policy recommendations based on 2012 Report on Activities and field expertise with key Administration officials as they shape the reauthorization of the Higher Education Act and develop postsecondary proposals. Participate in administrative policy briefings and, as appropriate, strategy sessions.
<b>Objective 3.1.5: Partnerships</b>	Collaborate with key higher education organizations, e.g. State Higher Education Executive Officers (SHEEO), Congressional Hispanic Caucus Institute (CHCI), Lumina Foundation, Hispanic Association of Colleges and Universities (HACU), Association of American Colleges & Universities (AACU) and other National Organizations to combine efforts and collectively address the issue of completion in briefings and hearings related to the reauthorization of the Higher Education Act.
FIWG	
<b>Objective 3.1.6: Funding and Grant Opportunities</b>	Collect and maintain federal funding data and federal-level resources (e.g. student aid efforts) available to HSIs and Hispanic families and using various communication platforms and tools, share the data with the community.
<b>Objective 3.1.7: Internship and Fellowships</b>	Share and amplify internship and fellowship opportunities and develop ways to communicate these to institutions of higher education – particularly HSIs and the broader Hispanic community.
<b>Objective 3.1.8: Workforce Diversity</b>	Promote and encourage diversity in the federal workforce by informing about opportunities available across agencies. Share best practices to reach out and communicate opportunities within agencies. Hold meetings with the FIWG to encourage partnerships on key events that focus on college completion. Share postsecondary education subcommittee policy recommendations regarding Latino postsecondary success with key agencies for policy or budget considerations.

## Key Facts

The following provides an overview of some key facts regarding the Hispanic community in the Postsecondary Education Priority area. As we work toward the objectives outlined above, we will keep track of these facts and other key indicators, seeking to identify impact of our and others' collective efforts, and/or trends in the right direction.

- Only 36 percent of first-time, full-time Latino students earn a degree within six years, compared to 49 percent of whites. Nationally, 21 percent of Latino adults hold a two-year degree or higher.
- In 1999-2000, 35 percent of Hispanic students received a Federal Grant, out of the 86 percent that were eligible to receive financial aid.



### III. 25<sup>th</sup> Anniversary Celebration and Blueprint

The WHIEEH was originally established by President George H.W. Bush in 1990 to address the educational disparities faced by the Hispanic community. Since then, the call to address these within the Hispanic community has been recognized by Presidents William J. Clinton and George W. Bush and more recently by President Barack Obama through the renewal of the Initiative on October 2010.

The year 2015 will mark 25 years since the WHIEEH was established, providing an opportunity to highlight Hispanic educational gains and trends over the past quarter century and make key policy recommendations for leadership across sectors for the next 25 years. To mark this milestone and as a culmination of the second term outreach and engagement efforts, the WHIEEH will hold anniversary celebration activities in 2015, convening local, state and federal partners, education, nonprofit, community, and business leaders to reflect on the cradle-to-career progress and determine both continued needs - such as persistent achievement gaps, and opportunities that exist- such as the growing portion of the nation's workforce that will be Hispanic. The celebration activities will bring emphasis to the state of Hispanics in education, and encourage further and deeper investments in Hispanic communities by philanthropic, business and government leadership.

As part of 2015 milestone celebration, the WHIEEH will issue a blueprint that will inform national educational priorities for the Hispanic community, for decades to follow. The blueprint will serve as a guide for national leaders and all stakeholders as they continue working on increasing opportunities and improving outcomes in education for Hispanics of all ages. Ultimately, we believe this will lead to our collectively building a brighter future – as the President has said, where every child has a chance to rise above any barrier and fulfill their potential.

*End of Plan*